

INVENTORY OF EDUCATOR PRACTICE TO MEET THE NEEDS OF ALL LEARNERS:

General Education Core Instructional Practices: An Inventory of Classroom Practice

At the universal classroom level practices are in place that enable **ALL** students to receive high-quality instruction. To assess program efficacy, class progress, and student progress, in response to instruction, an inventory that contains the following characteristics is necessary. Once student progress has been identified, documentation is necessary to enhance communication and collaboration with parents in response to effective instructional practices.

Documentation of the General Education Core Instructional Program		
Considerations	Date	Evidence
<ul style="list-style-type: none"> Provide data to document that the students were provided with research-proven general education literacy instruction in the areas of: phonemic awareness, phonics, vocabulary, fluency, and comprehension 		
<ul style="list-style-type: none"> Provide research-proven instruction with fidelity and integrity 		
<ul style="list-style-type: none"> Compile documentation of ongoing data collection at regular intervals reflecting repeated assessment of students' progress during instruction (e.g., Benchmark assessments, progress monitoring, other teacher classroom assessments of student performance, local assessment plan measures) 		
<ul style="list-style-type: none"> Provide students' parents with the above assessment information 		
<ul style="list-style-type: none"> Document that highly qualified personnel deliver instruction in the general education program 		
<ul style="list-style-type: none"> Identify how parents are provided with a description of the general educational options available to ALL students (e.g., student handbook, ESS handbook, other) 		

Supplemental Instruction/Intervention Within General Education

At the universal level individual students receive supplemental instruction/intervention in addition to their core instructional program, based upon identified academic needs, and supported by benchmark assessment and progress monitoring data. This inventory of student progress, in response to instructional interventions, continues to monitor whether the performance gap has been closed. Communication with parents is further developed to enhance collaboration and to communicate instructional strategies applied to assist the student in meeting grade expectations.

Documentation of Supplemental Instruction/Intervention		
Question	Date	Evidence
<ul style="list-style-type: none"> Document that scientifically research-proven instruction/interventions utilized are appropriate for the skill area(s) Adjust instruction/intervention in response to a lack of student progress 		
<ul style="list-style-type: none"> Provide student's parents with a description of the research-proven instruction/interventions utilized to increase the student's rate of learning 		
<ul style="list-style-type: none"> Document ongoing data collection at regular intervals reflecting assessment of the student's progress during supplemental intervention/instruction including the intensity, duration, and the effect of this instruction 		
<ul style="list-style-type: none"> Inform the student's parents of their right to request further evaluation through the EST, RtI Implementation Team, 504 Team, or through Special Education 		

Special Education Evaluation for SLD

Note: A special education referral for evaluation begins after supplemental instruction has evidenced a lack of response to increasing levels of instruction/intervention. The evaluation timelines described in rule 2362.2.3(b) and (e) must be adhered to.

Question	Date	Decision / Evidence
<ul style="list-style-type: none"> The evaluation and planning team considers evidence that underachievement was not due to a lack of appropriate instruction 		
<ul style="list-style-type: none"> Administer assessments that focus on specific features of the student's difficulty* rather than global measures of functioning, (*Examples of core deficits include but are not limited to phonemic awareness, working memory and automatic retrieval). 		
<ul style="list-style-type: none"> Administer assessments that are useful in diagnosing specific skill deficits and strengths for informing the instructional process for students with specific learning disabilities 		
<ul style="list-style-type: none"> Observe the student in his/her learning environment (including the general education classroom) to document academic performance and behavior in the areas of difficulty 		
<ul style="list-style-type: none"> EPT determines that the student's difficulties were not primarily the result of the exclusionary factors delineated in 2362.1 (2) of Vermont Special Education Regulations 		
<ul style="list-style-type: none"> EPT determines, based on the evidence, that the student has a specific learning disability 		
<ul style="list-style-type: none"> EPT determines whether the student meets the state criteria for demonstrating an adverse effect in one or more of the basic skill areas by not having made sufficient progress in meeting grade level standards on at least three out of six different sorts of measures 		
<ul style="list-style-type: none"> Establish whether the student demonstrates a lack of response to research-proven instruction/intervention that cannot be corrected without special education services and needs specialized instruction 		

Special Education Evaluation for SLD (Continued)		
Question	Date	Decision / Evidence
<ul style="list-style-type: none"> Provide strategies for increasing the student's rate of learning 		
<ul style="list-style-type: none"> Team *members agree with the findings <p>(*team members include: special educator, regular educator, parents, LEA representative, individual qualified to interpret diagnostic evaluation, individual qualified to interpret instructional implications)</p>		